

Standard 8-2: The student will demonstrate an understanding of the American Revolution—the beginnings of the new American nation and South Carolina’s part in the development of that nation.

8-2.1 Explain the interests and roles of South Carolinians in the events leading to the American Revolution, including the state’s reactions to the Stamp Act and the Tea Act; the role of Christopher Gadsden and the Sons of Liberty; and the role of the four South Carolina signers of the Declaration of Independence—Edward Rutledge, Arthur Middleton, Thomas Lynch Jr., and Thomas Heyward Jr. (H, P, E)

Taxonomy Level: B 2 Understand /Conceptual Knowledge

Previous/future knowledge:

In 3rd grade, students gained an understanding of the American Revolution and South Carolina’s role in the development of the new American nation (3-3). Students analyzed the causes of the American Revolution—including Britain’s passage of the Tea Act, the Intolerable Acts, the rebellion of the colonists, and the Declaration of Independence—and South Carolina’s role in these events (3-3.1). They summarized the key conflicts and key leaders of the American Revolution in South Carolina and their effects on the state, including the occupation of Charleston by the British; the Partisan warfare of Thomas Sumter, Andrew Pickens, and Francis Marion; and the battles of Cowpens and Kings Mountain (3-3.2). Also, they summarized the effects of the American Revolution in South Carolina, including the establishment of a new nation and a new state government and capital (3.3.3).

In 4th grade, students learned the political and economic factors leading to the American Revolution, including the French and Indian War; British colonial policies such as the Stamp Act, the Tea Act, and the so-called Intolerable Acts; and the American colonists’ early resistance through boycotts, congresses, and petitions (4-3.1). Students summarized the roles of principal American, British, and European leaders involved in the conflict, including King George III, George Washington, Benjamin Franklin, Thomas Jefferson, John Adams, Thomas Paine, Patrick Henry, and the Marquis de Lafayette (4-3.2).

In 7th grade, students explained the causes, key ideas, and effects of the French Revolution, including the influence of ideas from the American Revolution and the Enlightenment and ways that the Revolution changed social conditions in France and the rest of Europe (7-3.2).

In Global Studies, students will compare the key elements of the revolutions that took place on the European and American continents in the nineteenth century, including social and political motivations for these revolutions and the changes in social organization that emerged following them (GS-4.3).

In United States History, students will analyze the impact of the Declaration of Independence and the American Revolution on the American colonies and on the world at large (USHC-2.2).

It is essential for students to know:

Events leading to the American Revolutionary War were largely the result of the attempt by the British crown and Parliament to impose taxes on the colonies in order to pay for the French and Indian War. Colonists believed it was the right of their colonial assemblies to impose taxes, not the prerogative of the King or Parliament.

The most important tax imposed by Parliament was authorized by the **Stamp Act**. This act placed a tax or a duty on paper, such as legal documents and newspapers which the colonists paid directly. Taxes prior to this one were indirect taxes, paid by the merchants. Incensed colonists protested “No taxation without

representation.” because colonists did not have their own representative in Parliament and therefore believed that they had no colonial voice in Parliament, except as Englishmen. Colonists wanted the rights of their own colonial assemblies to impose taxes to continue. Colonists organized a Stamp Act Congress and a boycott on British goods that led to the repeal of the Stamp Act. They also organized the Sons and Daughters of Liberty in order to protest British taxes.

The **Tea Act** was not a tax. This act gave the British East India Company exclusive rights to sell tea in the colonies because the East India Tea Company had financial problems and Parliament wanted to help the company. Colonists were boycotting tea because of a tax imposed under the Townshend Acts. [Although most of the Townshend duties had been repealed as a result of a successful colonial boycott, the tax on tea remained.]. The Sons of Liberty feared that the availability of cheap tea would threaten the effectiveness of the boycott. In Boston they threw the tea overboard. Georgetown and Charles Town had small “tea parties” that were not as large as the Boston protest. The Boston Tea Party resulted in Parliament’s passage of what the colonists called the Intolerable Acts. Colonists sent delegates to a Continental Congress in order to address the problem of the Intolerable Acts.

Christopher Gadsden was a wealthy merchant from Charles Town. He was one of the first people to speak out against the British policy of taxation. He was a delegate to the Stamp Act Congress and was one of the founders and leaders of the Charles Town Sons of Liberty. The Sons of Liberty played a significant role in enforcing the boycotts through persuasion and intimidation. In 1774, representatives from across the South Carolina colony met in Charles Town to elect representatives to the Continental Congress to be held in Philadelphia. They also established a General Committee of 99 to govern the colony. Christopher Gadsden and **Edward Rutledge** were elected as delegates to the First Continental Congress (Philadelphia, PA). At the convention they supported independence from the British government. The Congress established a non-importation and non-exportation agreement. However, South Carolina delegates successfully argued that rice was essential to the survival of their colony, so trade in rice was allowed. After Lexington and Concord, the Second Continental Congress met in Philadelphia.

By the time of the debate over the Declaration of Independence, **Arthur Middleton, Thomas Lynch Jr., and Thomas Heyward Jr.** had joined the delegation to the Second Continental Congress. Edward Rutledge, Arthur Middleton, Thomas Lynch Jr., and Thomas Heyward Jr. signed the Declaration of Independence for South Carolina.

It is not essential for students to know:

Students do not need to remember the Proclamation of 1763, the Sugar Act, the writs of assistance, the Currency Act, the Townshend Acts, the Wilkes Affair or the Intolerable Acts. However, it would be helpful for students to understand the sequence of events that led to the Declaration of Independence including the Intolerable Acts, First Continental Congress, Lexington and Concord, Second Continental Congress and war. This will help students understand the role played by the South Carolina delegation. Students do not need to know that Henry Middleton of South Carolina was elected president of the First Continental Congress. Students do not need to know that, at first, Rutledge, Middleton, Lynch and Heyward were not in favor of independence and the delegation voted against independence. On the second vote South Carolina supported independence. This change still puzzles historians. Students also do not need to know the other signers of the Declaration of Independence nor the contents of the document itself.

Assessment guidelines:

Appropriate assessment would require students to **explain** the interests and roles of South Carolinians in the events leading to the American Revolution. Students should be able to **summarize** the state’s reactions to the Stamp Act and the Tea Act; the role of Christopher Gadsden and the Sons of Liberty; and

the role of the four South Carolina signers of the Declaration of Independence—Edward Rutledge, Arthur Middleton, Thomas Lynch Jr., and Thomas Heyward Jr.

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